

UNIT OUTLINE
FURNITURE MAKING A/V
TECHNOLOGY AND CREATIVE ARTS ACADEMY
YEAR 11 SEMESTER 1 2020

Course Title	FURNITURE MAKING	Course code	8221
Semester Unit Name 1.0 Value	Fundamentals	Unit Code	82155
Term 1 Unit Name 0.5 Value	Fundamentals a	Unit Code	82157
Term 2 Unit Name 0.5 Value	Fundamentals b	Unit Code	82158
Google Classroom code			
RTO name	ACTIVE Tuggeranong	RTO Code	88000
Qualification	MSF10113 Certificate I in Furnishing		
Training Package	MSF- Furnishing Training Package (Release 4.0 Furnishing)		
Classroom Teacher/s	Dirk Wilkens	Signature	
SLC	Clint Codey	Signature	

UNIT DISCRIPTION

In this unit:

Students study the importance of Workplace Health and Safety (WHS) in an industry environment, correctly using and identifying basic hand tools and equipment, understanding the importance of accurate measurements and using measuring tools correctly. They correctly use and identify basic hand tools and machinery in the construction of a simple project.

SPECIFIC UNIT GOALS

The specific goals of this course are for students to:

- recognise hazards in the workplace
- recognise and follow workplace health and safety
- identify and use basic hand tools and equipment correctly
- understand the importance of accurate measurement, record keeping, calibration of tools and using measuring tools correctly
- Construct a simple project

UNITS OF COMPETENCY

This unit encompasses units of competency that contribute towards Certificate I in Furnishing MSF10113 and are as follows:

Code	Competency Title	Core/Elective
MSMWHS100	Follow WHS procedures	Core
MSMOPS101	Make measurements	Core

CONTENT SUMMARY

All knowledge, understanding and skills below must be delivered:

A Course	
Industry, processes and procedures	
<ul style="list-style-type: none"> Analyse workplace practices, processes and procedures and explain their significance in a work context understand the importance of servicing, maintaining and storing workplace tools in line with workplace requirements <p>demonstrate responsible behaviours and skills in organising and cleaning work area and equipment in line with workplace standards</p>	
Technical information	
<ul style="list-style-type: none"> demonstrate knowledge of basic hand tools and their function select and use the correct tools safely and effectively organise materials and resources to create a product to specification 	<ul style="list-style-type: none"> demonstrate knowledge of basic hand tools and their function select and use the correct tools safely and effectively

A Course	
Workplace, health and safety	
<ul style="list-style-type: none"> evaluate and apply basic safety practices and procedures in the workplace analyse risk hazards, apply safety strategies and report problems <p>demonstrate knowledge of the types and correct use of personal protective equipment (PPE)</p>	
Problem solving	
<ul style="list-style-type: none"> respond to routine problems in accordance with procedures identify non-routine problems and seek assistance log problems as required <p>identify and define problems, analyse different possible solutions and select the best solution</p>	
Industry literacy and numeracy	
<ul style="list-style-type: none"> identify units of measurement to be used make measurements, perform simple calculations and record accurately demonstrate estimation of material quantities using standard units self-check measurement and numerical information for accuracy and correctness interpret information from tool manufacturer instruction guides <p>interpret information on workplace procedures, equipment and materials</p>	
Behaviour and attitudes in the workplace	
<ul style="list-style-type: none"> understand how self-management skills contribute to positive outcomes <p>demonstrate behaviours and attitudes which contribute to learning and work</p>	
Reflection on own learning	
<ul style="list-style-type: none"> evaluate and reflect on own learning processes and needs within the workplace <p>analyse and use workplace criteria to self-assess and reflect on whether own work meets standards</p>	
Communication	
<ul style="list-style-type: none"> use technical terms correctly when communicating with others articulate ideas to seek assistance, clarify, offer suggestions and/or justify approaches actively listen to instructions and respond to feedback 	

COST OF MATERIALS: The cost for materials associated with this unit of study, is **\$30** per semester, \$15 per term. This covers consumables, such as timber and materials used in the set projects constructed in practical lessons.

ASSESSMENT

TASK	UoC Assessed	WEIGHTING	DUE DATE
Practical 1	MSMWHS100 – Work Health and Safety	35%	Wk 9
Theory Book 1 Work Health and Safety	MSMWHS100 – Work Health and Safety	15%	Wk 9
Theory Book 2 Make Measurements	MSFOPS101 – Make Measurements	15%	Wk 16
Practical 2	MSFOPS101 – Make Measurements	35%	Wk 17

Students who have completed the set project previously may negotiate to build a project of their own choice. Other students may also build a project of their choosing that includes similar skills by negotiation with their teacher.

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students will be assessed on the degree to which they demonstrate:

- Knowledge and understanding
- Skills

Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

DELIVERY PLAN

WEEK	CONTENT AND COMPETENCY	ASSESSMENT/TASKS
1-9	MSMWHS100 – Work Health and Safety	<p>Workbook section: Students to complete the Work Health and Safety workbook</p> <p>Practical work: conducted on a weekly basis, which students create a project and are assessed alongside the Competency</p>
9-19	MSFOPS101 – Make Measurements	<p>Workbook section: Students to complete the Make Measurements workbook</p> <p>Practical work: conducted on a weekly basis, which students create a project and are assessed alongside the Competency</p>

ASSESSMENT POLICIES

(Further information on assessment policies can be found on the BSSS website <http://www.bsss.act.edu.au/>)

Late Submission of Work: In accordance with BSSS guidelines work submitted late will be penalised at the rate of 5% (of possible total marks) per calendar day late (including weekends and public holidays) to a maximum of 35% of the total available marks. Any submission after the 7th late day will be awarded a notional zero. A notional zero is a mark calculated at the end of the unit in accordance with BSSS policy at the time and will be lower than the lowest real score.

If a student is unable to hand in work on time, due to illness or misadventure, satisfactory documentation must be provided to support a request for extension to the due date (special consideration). Requests for an extension should be made to the class teacher in advance. If a student knows in advance and for good reason she/he will be unable to be present for an assessment item the class teacher must be informed as soon as possible to arrange an alternative date or assessment item.

Assessment Tasks: If absence from an assessment task is known in advance and unavoidable, the teacher should be told prior to the task being due. Absence from a test requires the presentation of a medical certificate or other explanation acceptable to the college. Tests must be taken on the scheduled day except in the case of illness or other extenuating circumstances, where the student is required to supply a letter from a parent/ guardian or a medical certificate.

Completion of Assessment: A student will be awarded a V grade in a unit where they fail to submit items of assessment worth at least 70% of the assessable work without acceptable and documented explanation.

Class Attendance and V grade Policy: It is expected that students will attend all scheduled classes/contact time/ structured learning activities for the units in which they are enrolled, unless acceptable documentary evidence is provided. A student may be awarded a V grade in a unit where she/he has unacceptable absences in more than 10% of scheduled classes in a semester or term unit.

Plagiarism, (the copying of work in any form without acknowledgement of sources) is a serious offence, and it is the responsibility of students to ensure that they do not commit this breach of discipline intentionally or otherwise. Students may be required to substantiate the authenticity or integrity of completed assignments, reports, etc. Students are advised to keep all material used in preparing their submitted work such as notes, references, photocopied material, and drafts until the end of the semester. (Refer to the BSSS Policy Booklet, "What's Plagiarism?") http://www.bsss.act.edu.au/information_for_students/whats_plagiarism_how_to_avoid_it

Unit Grades: Grade descriptors provide a guide for teacher judgement of students' achievement over a unit of work in this subject. Grades are organized on an A-E basis and represent the standard at which students have worked. A-E grades are awarded when assessment and attendance requirements have been met.

Appeals and Special Consideration: When an assessment item is returned, the student should check the marking. If a student wishes to have the marking of an item reviewed, she/he must firstly discuss the matter with the class teacher, who may speak to other teachers if marking was shared. If the review is unsatisfactory to the student, he/she should then approach the relevant faculty head. If, after these two steps, the student remains unsatisfied with the outcome, she/he can consider a formal appeal. This should be lodged with the Deputy Principal. A deadline for appeals may be advertised. Further advice is available from Student Services.

If matters beyond a student's control have seriously affected marks (extended illness or serious family upsets) special consideration

may be requested. Workloads in other subjects or difficulties with the English language are not a cause for special consideration. Evidence will be required for a claim for special consideration. Application for special consideration should be made to the head of Student Services.

VOCATIONAL ASSESSMENT

Each unit of competence will be assessed independently. There will be an opportunity to be re-assessed (if required) to meet national competency standards, however the original assessment mark will be used to calculate the A-E grade. The reporting of competencies may occur progressively or as part of an identified assessment process at the end of the unit.

Competency Based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

- Task skills – undertaking specific work place task(s)
- Task management skills – managing a number of different tasks to complete a whole work activity
- Contingency management skills – responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients
- Job/role environment skills – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used. The following general principles and strategies apply:

- assessment is competency based
- assessment is criterion-referenced.

Recognition of Prior Learning

If you already have experience, skills or knowledge that is relevant to this vocational course then you are entitled to seek acknowledgment of this through the Recognition of Prior Learning (known as RPL) process. These skills and knowledge may have been gained through formal or informal training or work, community or life experience. If you apply for RPL you will be asked to supply evidence to support your application. Your teacher, or the VET Coordinator, will be able to assist you, if you think that the RPL process may apply to you.

Credit transfer

Credit transfer allows you to count relevant, successfully completed studies, competencies or qualifications towards your current qualification or course. It is based on identified equivalence in content and learning outcomes between the two qualifications. To apply for Credit Transfer you must bring a copy of your formal qualifications or study to your teacher or the VET Coordinator so that they can be recognised.

Opportunity to resit

If you are assessed as Not Yet Competent when first assessed, you have the right to request another competency assessment when you feel ready for this, to prove your competency. This is to be done in negotiation with your teacher.

GENERAL MODERATION PROCEDURES

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards. Moderation is a process whereby student's work is compared so that student performance can be assessed fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of results across all colleges has occurred.

Delete if not applicable to the unit Unit scores (T courses):

Assessment items common to two or more classes will be moderated across classes using techniques such as shared marking or marking by more than one teacher. This may include marking a video or other pictorial record of a performance task. Unit scores will be calculated using assessment item results weighted as advertised in the unit outline. Unit scores in each scaling group (one or more courses) are standardised to historical parameters in the first semester of year 11 and back scaled in subsequent semesters.

Delete if not applicable to the unit Meshing (T courses): Where two or more courses occur in a scaling group the meshing of results is conducted using techniques such as: where feasible the same

type of assessment items (e.g. oral, essay, test, assignment, creative response, performance), cross moderation of a significant sample of all grade levels, where feasible weightings for the same type of assessment item are the same for all units, assessment items/ marking schemes or solutions are developed collaboratively. A range of statistical data, including for example historical data for units, a meshing test or common testing data for the cohort, may be used to inform the meshing process.

Delete if not applicable to the unit Course Scores (T courses):

The course score in a T course where scores are obtained in at least 80% of units studied is calculated using the better of -

- The average of best 80% of scores in units studied in the course.
- The average of the best 80% of scores in the minimum number of units required for the course.

In cases where 20% or more of units studied do not have a score the course score is the arithmetic mean of the scores obtained excepting if more than 50% of units studied in a course do not have a score then no course score is calculated.

GRADE DESCRIPTORS

Achievement Standards Furniture Making A Course Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses work practices, processes and procedures analyses technical information and specifications evaluates work, health and safety practices 	<ul style="list-style-type: none"> explains work practices, processes and procedures explains technical information and specifications analyses work, health and safety practices 	<ul style="list-style-type: none"> describes work practices, processes and procedures describes technical information and specifications describes work, health and safety practices 	<ul style="list-style-type: none"> identifies work practices, processes and procedures identifies technical information identifies work, health and safety practices 	<ul style="list-style-type: none"> identifies some work practices, processes and procedures identifies some technical information identifies some work, health and safety practices
Skills	<ul style="list-style-type: none"> applies with high proficiency, industry practices, processes and procedures to deliver a service and/or create a product applies with high proficiency, technical information and specifications to create high quality products and/or services solves problems, proposes solutions and justifies decisions in completing a task demonstrates with high proficiency, industry specific literacy and numeracy skills to a range of tasks demonstrates highly developed behaviours and attitudes and contributes positively to learning and work reflects with insight on own learning processes communicates with high proficiency, using a range of modes and medium using industry terminology and effectively organises materials and resources 	<ul style="list-style-type: none"> applies with proficiency, industry practices, processes and procedures to deliver a service and/or create a product applies with proficiency, technical information and specifications to create quality products and/or services solves problems, proposes solutions and explains decisions in completing a task demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks demonstrates developed behaviours and attitudes and contributes positively to learning and work explains own learning processes communicates with proficiency, using industry terminology and competently organises materials and resources 	<ul style="list-style-type: none"> applies effectively industry practices, processes and procedures to deliver a service and/or create a product applies effectively technical information and specifications to create quality products and/or services solves problems, proposes solutions and describes decisions in completing a task demonstrates effectively industry specific literacy and numeracy skills to tasks demonstrates appropriate behaviours and attitudes and contributes positively to learning and work describes own learning processes communicates effectively, using industry terminology and organises materials and resources 	<ul style="list-style-type: none"> applies some industry practices, processes and procedures to deliver a service and/or create a product applies some technical information and specifications to create products and/or services follows instructions, guidelines and procedures demonstrates some industry specific literacy and numeracy skills to tasks demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning and work describes some learning processes communicates using some industry terminology and demonstrates some ability to organise materials and resources 	<ul style="list-style-type: none"> applies little or no industry practices, processes and procedures to deliver a service and/or create a product applies little or no technical information and specifications to create products and/or services follows simple instructions, guidelines and procedures demonstrates little or no industry specific literacy and numeracy skills to tasks demonstrates limited appropriate behaviours and attitudes describes limited learning processes communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources